



Comprehensive Developmental Assessment

Training Module 2

Provided by:

The Department of Health and Welfare



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Introduction

- This slide show is intended for training and educational purposes,
- And in no way replaces Idaho Administrative Code (IDAPA Rule).
- Specific references are provided throughout this slide show to allow you to refer directly to rule.

Purpose

- A resource for Developmental Disabilities Agency to
 - Write Comprehensive Developmental assessments that accurately reflect the participant's current level of functioning and effectively guide treatment; and
 - Understand Idaho Administrative Code as it pertains to developing assessments.

Definitions

- **Assessment:** The systematic gathering of information about a person's abilities . . . to make appropriate training decisions and to solve problems (Morgan, 1998, p.31).
- **Comprehensive Assessment:** An assessment used for diagnostic and evaluation purposes that contains uniform criteria used to contribute to the determination of a person's eligibility for DDA services and the need for those services (IDAPA 16.04.11.010.07).



General Requirements for Assessment Records

- Assessments must be completed or obtained prior to the delivery of therapy and recommended by a physician or other practitioner of the healing arts.
- Only qualified professionals may conduct assessments for their respective disciplines



Overview of Assessment Records

Types of Comprehensive Assessments

- Comprehensive Developmental Assessment
- Occupational Therapy Assessment
- Physical Therapy Assessment
- Speech and Language Assessment
- Medical Assessment
- Medical/Social History
- Hearing Assessment
- Psychological Assessment



General Requirements for Assessment Records

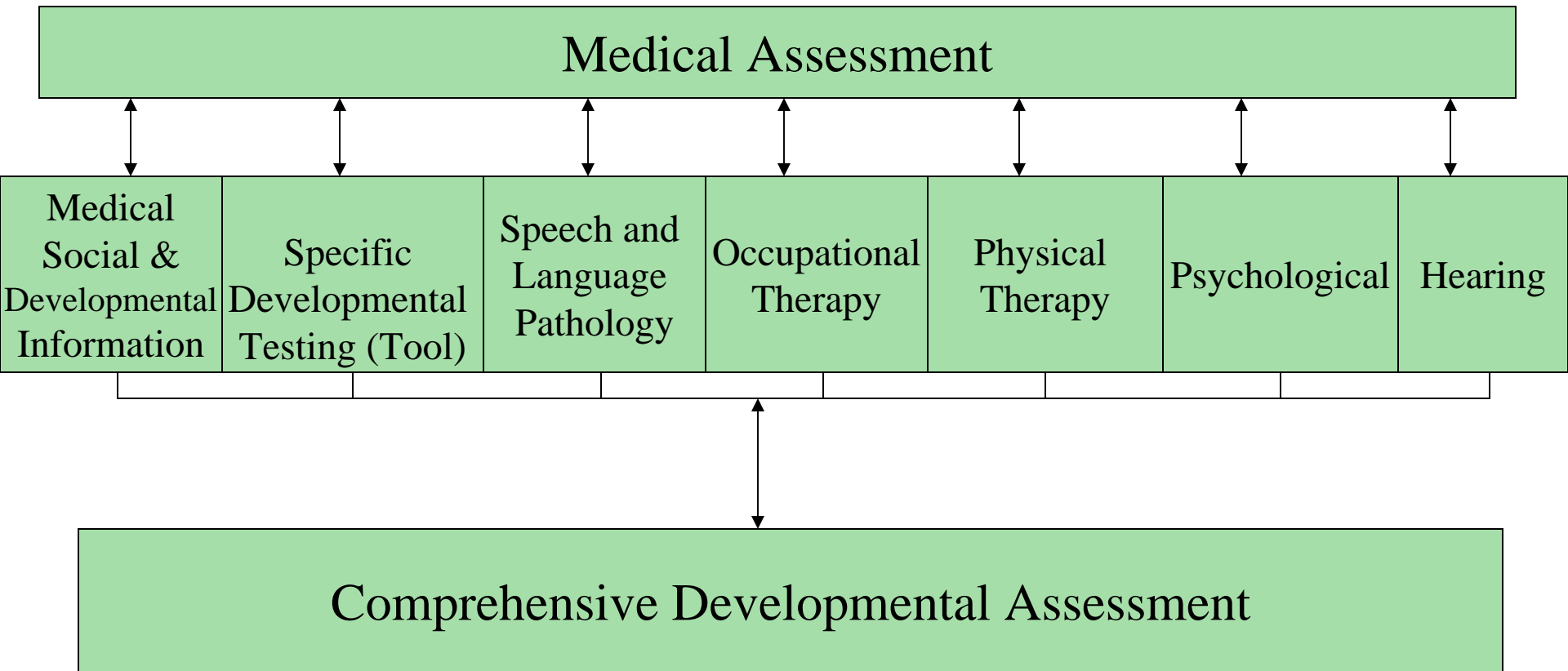
- Annual review of assessments are required in each service delivery area and can be completed more frequently when recommended by the respective professional.
- Assessments must be signed and dated by the professional completing the assessment and include professional credentials or qualifications of that person.



Current Assessment Requirements

- To be considered current, the qualified professional in the respective discipline must determine annually whether a full assessment or an updated assessment is required.
- During the required review, if it is determined that the latest assessment accurately represents the current status of the participant, the professional must document this in the file.

Assessment Breakdown



- The Comprehensive Developmental Assessment summarizes the needs of the participant and incorporates recommendations from the respective disciplines. This assessment should contain enough details to develop an individual support plan and guide therapy.



Comprehensive Assessment Requirements

- All Comprehensive Assessments must:
 - Be recommended by a physician or other practitioner of the healing arts,
 - Determine the necessity of the service,
 - Guide treatment, and
 - Identify the participant's current strengths, needs and interests relevant to the individual's developmental therapy.



The Comprehensive Developmental Assessment



PART ONE:

Gather Information

- Gather information about the individual:
 - Medical Assessments
 - Medical/Social/Developmental
 - Any existing assessments for PT,OT,SLP, Hearing, Psychological

Psychological Assessments

- A **Psychological** Assessment must be completed or obtained:
 - When the participant is receiving a behavior modifying drug(s);
 - Prior to the initiation of restrictive interventions to modify inappropriate behavior (s);

Psychological Assessments cont'd.

- Prior to the initiation of supportive counseling;
 - When it is necessary to determine eligibility for services or establish a diagnosis; or
 - When the participant has been diagnosed with a mental illness; or
 - When a child has been identified to have a severe emotional disturbance (SED).
- Assessment must recommend the type of therapy needed to address the participants needs.



PART TWO: Complete Assessment Tool (s)

- Developmental Specialist will begin by completing the assessment tool (s) used to gather developmental information

(This can be any tools.(ie: SIB-R,CALS, SIS) as long as it is a uniform tool. (Standardized or created)

This tool helps the agency to determine the participants level of functioning to identify **STRENGTHS** and **DEFICITS**.



PART THREE: IDENTIFY THE PARTICIPANT'S INTERESTS

- Begin by identifying the participant's current interests relevant to developmental therapy.
 - What interests does the person have that may increase motivation or serve as reinforcement?
 - Why does the person want/need developmental therapy?
 - What are they interested in doing to gain skills to be more independent?



PART FOUR:

Make referrals

The Comprehensive Developmental Assessment may reveal deficits indicating the necessity for other assessments such as PT, OT, SLP, Psych.

- DDA is responsible to make the appropriate referrals for additional assessment.
- Individual Plans should be developed based upon the recommendations of the respective professionals.



PT/OT/SLP Assessments

If the Comprehensive Developmental Assessment indicates a need this triggers an assessment.

The agency is required to maintain a copy of the assessment in the participant file when participants receive these services.



PART FIVE:

Determining the participants' needs

Review the deficits indicated on the comprehensive assessments and developmental assessment tool(s) to determine the participant's needs.

Questions to ask:

- Where/how does the person live, work and socialize. Do they have a job, volunteer? What are their supports?
- Is the need identified relevant to the participants independence?
- Where are the person's needs best met?



Assessed Needs

- Assessed needs are identified using the comprehensive developmental assessment paired with the participant's interests, choices, and current status.
- An assessed need is defined as a deficit that has been identified through objective testing and observation. It limits independent functioning, can be remedied through instruction or therapy and is relevant to the participant's current situation.



Relevance

- Determine that the goal is age-appropriate and realistically achievable.
 - Functional skills that are not learned by middle-age may never be learned or relevant. Correlate the needs/objectives with the assessments. Are the outcomes realistic, given the cognitive/physical levels of the participant?



PART SIX: WRITING A COMPREHENSIVE DEVELOPMENTAL ASSESSMENT

- A comprehensive developmental assessment is used to determine the necessity of the service, the participant's needs, guide treatment, identify the participant's relative strengths, needs and interests, and must be obtained or completed as necessary to be considered current
 - Therapy recommendations including type/amount based upon participant needs.



How do you assess performance in each of the seven areas?

- Write a narrative about the individual's strengths needs and interests relevant to each of the ***seven skill areas that summarizes who the person is.***

This information may be gathered from more than one source.



What are the identified interests

- The narrative should include the participants interests for developmental therapy.
 - Why does the participant/guardian want this service

Use this information to guide the needs. Needs should be based on interests and deficits identified.



SEVEN SKILL AREAS

- The Comprehensive Developmental Assessment narrative assesses abilities and performance (strengths/needs and interests) in each of the seven areas:
 - Self care
 - Receptive and expressive language
 - Learning
 - Gross and fine motor development (Mobility)
 - Self direction
 - Capacity for independent living
 - Economic self sufficiency



Skill Area of Self Care

Participant's strengths and needs relevant to:

- Eating/Drinking,
- Grooming/Hygiene,
- Health Care Skills,
- Activities of Daily Living,
- Ability to retain employment



Skill Area of Receptive/Expressive Language

Participants strengths and needs relevant to:

- Ability to communicate with or without a third person
- Ability to communicate with or without the aid of a person with special skills
- Ability to communicate with or without an assistive device



Skill area of Learning

Participant's strengths and needs relevant to:

- Cognition
 - Retention
 - Reasoning
 - Visual
 - Aural (Hearing)
-
- Vocational, education and recreational services are excluded from Medicaid payment (16.03.10.653.04.a.-.c)



Skill Area of Mobility

Participant's strengths and needs relevant to:

- Gross or Fine Motor Skill Impairment (include PT/OT need)
 - Requires assistance of another person
 - Requires an Assistive Device
-
- Vocational, education and recreational services are excluded from Medicaid payment (16.03.10.653.04.a.-.c)



Skill Area of Self- Direction

Participant's strengths and needs relevant to:

Self-Direction:

- Personal finances
- Protecting his self interest
- Making decisions that may affect well being



Skill Area of Capacity for Independent Living

Participant's strengths and needs relevant to:

- Safety
- Well-being
- Required supervision or assistance
- Health Maintenance
- Housekeeping
- Budgeting
- Leisure Activities
- Utilization of Community Resources



Area of Economic Self sufficiency

Participant's strengths and needs relevant to:

- Employment
 - Productive Capacity
 - Self-Support
-
- Excluded DDA Services are vocational... (16.03.10.653.04.a-c)

Recommend Type and Amount of therapy

- Type:
Individual or Group in the home, community or center
- Amount:
Total number of service hours during a specific time.
- Frequency: 3 times per week

Example:

Developmental therapy recommendation : 3 hours of individual community; 6 hours Individual Home = 3 hours per day/3 times per week

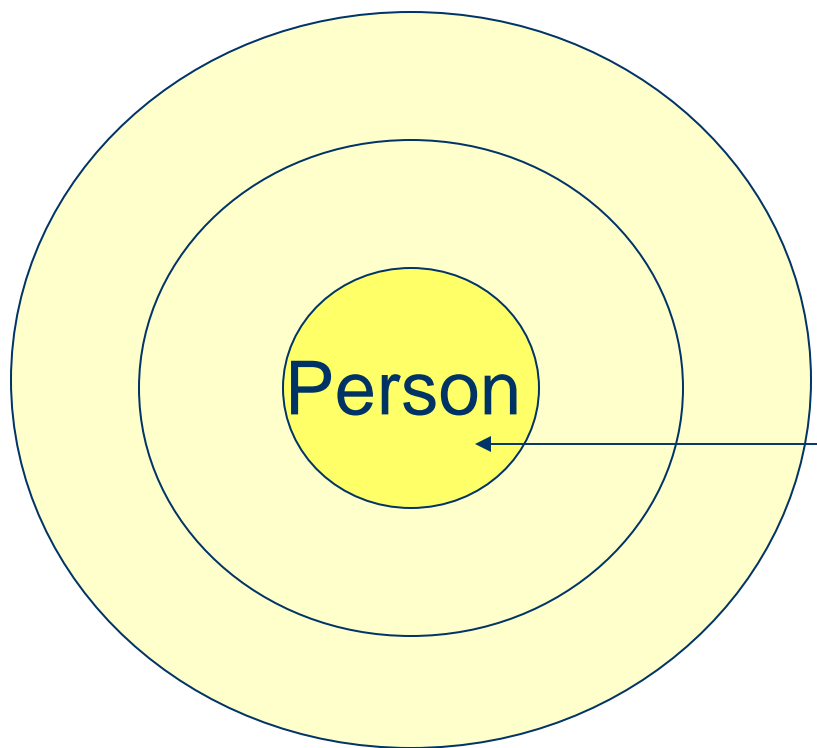


Determine where to best meet the person's needs?

- Home
- Community
- Center
- Skills training must be conducted in the natural setting where a person would commonly learn and utilize the skill, whenever appropriate. The therapy must promote integration, provide opportunities for community participation and inclusion, offer opportunities for participants to exercise their rights and be observable in practice.



Needs in the home, community, and/or center

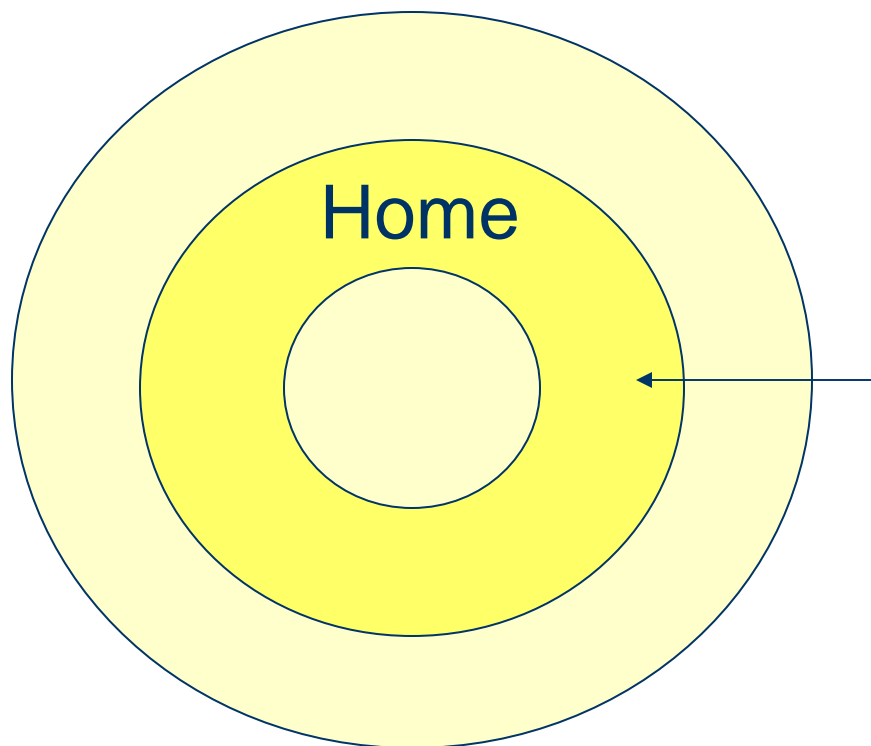


Home, Community & Center

- Gross Motor Skills
- Fine Motor Skills
- Language Comprehension
- Language Expression
- Social Interaction



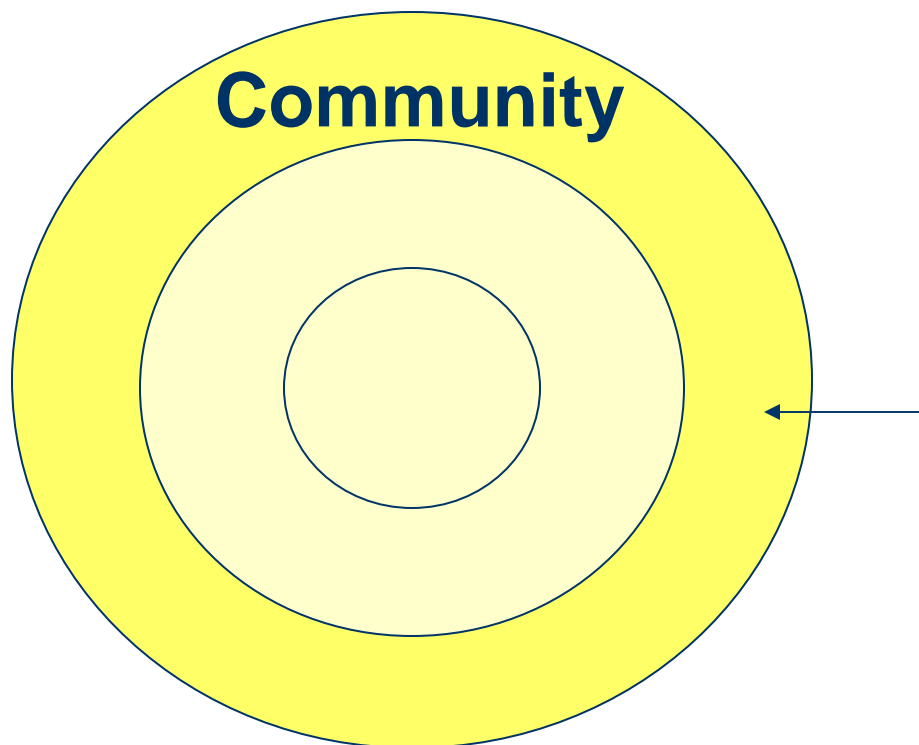
Needs in the home



- Eating
- Toileting
- Dressing
- Self Care
- Domestic Skills
(cooking, cleaning, etc)




Needs in the community



- Time & Punctuality
- Money & Value
- Community
(Transportation, Street Crossing)

Vocational and recreational are non-billable Medicaid Services.

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What's after the Comprehensive Developmental Assessment?



Specific Skill Assessments

- Skill Assessments should:
 - Further assess areas of limitation or deficit identified on a comprehensive assessment.
 - Be related to a goal on the Individual Support Plan (ISP).
 - Be conducted for the purpose of determining a participant's skill level within a specific domain.
 - Be used to determine baselines and develop the program implementation plan.



Skill Assessments cont

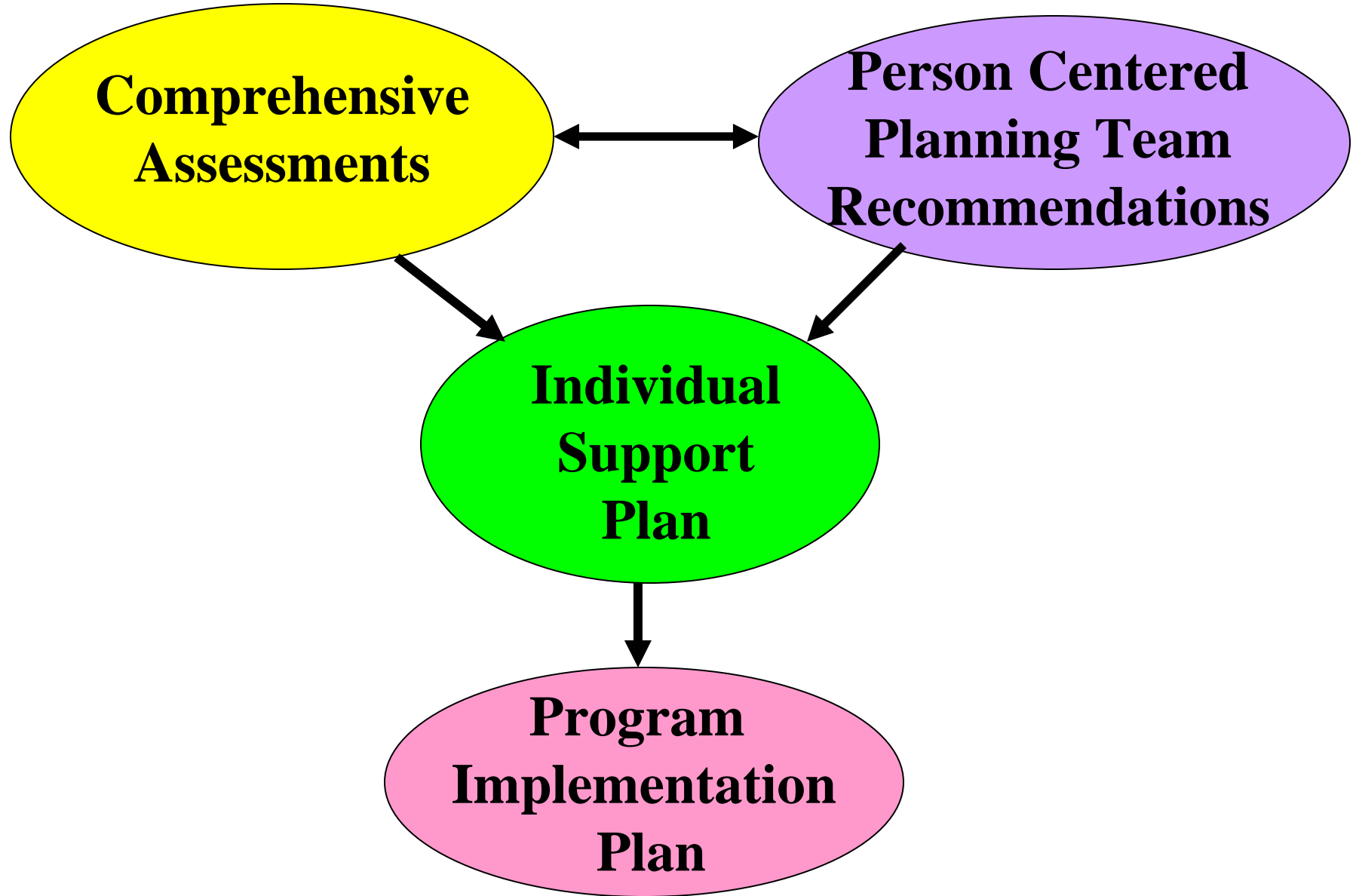
- The SIB-R or other standardized tests are used for eligibility purposes and to identify areas limitations or deficits. Additional needs assessments will be necessary to assure a comprehensive review of the individuals needs?
- Development Specialist conduct skill assessments.
- Some testing methods may include:
 - Observing the person's skills with a set number of trials
 - Questioning the person about specific skill areas, and
 - Questioning parent/guardian, family members, or others about the person's skills.

Assessment to Goal Development

- Once assessments are completed, the Developmental Specialist is ready to write goals and objectives for participants.



In Summary



References

- IDAPA 16.04.11 Rules governing Developmental Disability Agencies
 - <http://www.adm.idaho.gov/adminrules/rules/idapa16/0411.pdf>
- IDAPA 16.03.10 Enhanced Plan Benefits
 - <http://www.adm.idaho.gov/adminrules/rules/idapa16/0310.pdf>